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THE TEACHING PROFESSION AND THE WORLD-WIDE LITERACY PROGRAMME, A HANDBOOK FOR LEADERS OF WCOTP AFFILIATED ORGANIZATIONS.

WORLD CONFED. OF ORGAN. OF THE TEACHING PROFESSION

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A LITERACY HANDBOOK PREPARED BY THE WORLD CONFEDERATION OF ORGANIZATIONS OF THE TEACHING PROFESSION INDICATES THE WAYS IN WHICH TEACHERS' ASSOCIATIONS, TRADITIONALLY CHILD-CENTERED, CAN EFFECTIVELY ENGAGE IN ADULT EDUCATION. A 1966 CASE STUDY ON THE PHILIPPINE PUBLIC SCHOOL TEACHERS' ASSOCIATION, AND WCOTP SURVEYS CONDUCTED DURING 1965 IN KENYA AND THAILAND, SUGGEST THE EXTENT TO WHICH THE PUBLIC SCHOOL SYSTEMS OF DEVELOPING NATIONS CAN AND SHOULD PARTICIPATE IN PLANNING AND COORDINATING LITERACY CAMPAIGNS AND IN PROVIDING SUITABLE FACILITIES AND INSTRUCTION. TEACHERS' ORGANIZATIONS CAN GRANT LEAVES OF ABSENCE FOR TRAINING AND SUPPORT FOLLOWUP READING DEVELOPMENT ACTIVITIES FOR NEW LITERATES. UNIVERSITIES CAN SERVE IN SUCH AREAS AS CURRICULUM AND PROGRAM PLANNING, LEADERSHIP TRAINING, BASIC AND APPLIED RESEARCH, COORDINATION AND LIAISON, AND INFORMATION DISSEMINATION. TRAINING CURRICULUMS WOULD STRESS ADULT CHARACTERISTICS AND MOTIVATION, INSTRUCTIONAL METHODS FOR WORKING EITHER WITH THE STUDENT'S MOTHER TONGUE OR WITH A GIVEN COLONIAL (EUROPEAN) LANGUAGE, AND AUDIOVISUAL TECHNIQUES. FINALLY, TEACHERS' ORGANIZATIONS SHOULD ENLIST MORE NONPROFESSIONAL VOLUNTEER LITERACY WORKERS AND WORK MORE CLOSELY WITH VOLUNTARY ORGANIZATIONS. (LY)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Literacy Handbook

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THE TEACHING PROFESSION AND THE WORLD-WIDE LITERACY PROGRAMME

A Handbook for Leaders of WCOTP Affiliated Organizations

(Published with the Financial Assistance of Unesco)

World Confederation of Organizations of the Teaching Profession
Specialized Committee on Adult Education
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INTRODUCTION

Throughout the world, the mission of the public educational authority has long been regarded as exclusively or primarily providing schools for boys and girls. Even today many people sincerely believe that if adults unfortunately miss their chance for an education in their youth, there is no remedy, because schools are only for children.

Not only has schooling been considered a prerogative of the young, but also many developing countries lack funds to send every child to school. At first glance the task of promoting literacy education among adults may seem to be an added burden for the already overburdened school teacher.

In recent years, however, the rapid extension of the technological revolution to all parts of the world has made it apparent that social and economic development cannot progress while over 700 million adults are unable to read and write. According to Unesco statistics, only one country with an income of more than $800 per capita has more than 30 per cent illiteracy.

The force of the new demand for education for both youth and adults is illustrated in the programme of the World Confederation of Organizations of the Teaching Profession. Prior to 1959 there was no committee on adult education. However, by 1965 WCOTP had a vigorous committee, a full schedule of activities and a special plenary assembly on adult literacy at its meeting in Addis Ababa which was addressed by the Director-Co-ordinator of the Division of Adult Education and Youth Activities of Unesco.

In the same year WCOTP, with the technical and financial assistance of Unesco, sent observers to Kenya and Thailand to ascertain the extent to which teachers' associations felt they could legitimately be involved in the education of adults. The essential result of the survey was: "There is a general feeling in both countries that the scope and nature of the educational task to be done with adults requires the joint efforts of governmental and non-governmental agencies at both the local and national levels.

Only through well-laid-out programmes supported by the teachers and administered by the public education agency can this educational task be thoroughly and successfully carried out." A summary of this survey is included in the appendix to this Handbook.

With this much established, the next step was to try to find the ways and means by which teachers' associations, traditionally engaged in activities exclusively concerned with elevating the educational status of children, can become involved in the educational programme of adults. WCOTP addressed itself to this question at a Unesco-assisted workshop preceeding the WCOTP Assembly held in Seoul, Korea, in 1966. The results of those deliberations find expression in this Handbook now being published by WCOTP with the financial assistance of Unesco.

Prior to the Seoul Assembly, members of WCOTP in various countries of the world submitted background papers for discussion by the participants in the special adult education conference convened at Seoul. The papers were also designed to provide the first draft of the chapters in this Handbook. Discussions at Seoul extended and elaborated the concepts of some of the papers. Final editorial work on all of the chapters—inter-relating material from the original manuscripts with the added contributions of the participants in the Seoul conference—was undertaken by Robert A. Luke, secretary of WCOTP's Adult Education Committee, to whom the Confederation is greatly indebted.

This manual, therefore, represents the combined efforts of a number of individual authors as well as of the nearly 70 delegates and observers to the Korean Adult Education Conference. It is impossible to acknowledge the contributions of all individuals at Seoul who made substantive contributions to the manuscript. It is possible, however, to express appreciation to the workshop participants through the members of the workshop faculty who helped shape the final draft of this manuscript from the working papers and the conference deliberation. These were Wilmer V. Bell (U.S.A.), Christian R. A. Cole (Sierra Leone), Stephen J. Kioni (Kenya), Hilton Power (U.S.A.), Myong-Won Suhr (Korea) and Artemio C. Vizconde (the Philippines).

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SECRETARY-GENERAL
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OF THE TEACHING PROFESSION

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Chapter I

THE IMPORTANCE OF TEACHER INVOLVEMENT IN REDUCING ILLITERACY

Robert A. Luke, Secretary, WCOTP Specialized Committee on Adult Education, and Executive Secretary, National Association for Public School Adult Education, U.S.A.

Around the world a massive attack is being mounted against adult illiteracy. The governments of many nations, as well as many ministries of education, have officially recognized that adults must know how to read and write—and that they must know more than how to read and write: that adults must learn how to function effectively in the social and economic development of their countries.

The most persuasive argument used by education leaders to encourage governments to embark upon literacy programmes is the economic argument. Programmes of economic development cannot operate effectively in a country whose adult population is less than 60 per cent *functionally* literate. *Functionally* literate individuals are defined as those who have acquired sufficient skill in reading, writing and computation to enable them to perform at minimum levels of effectiveness as citizens, parents and workers.

There is no single type of illiteracy within any country. The adult education of the men and women who work in textile factories is not the same as literacy work for miners. The content, methods and textbooks of the literacy programme must be adapted to the social and economic needs of the given country.

While governments are showing an ever greater interest in helping adults become functionally literate, voluntary associations, private organizations and other non-governmental groups are continuing and extending programmes designed to aid adults in the quest for basic educational skills. Of all these organizations, those made up of teachers are among the most important. Their involvement is important because by and large they alone have the professional training and skill to function in this field.

- Questions of policy will arise as to the appropriate involvement of individual teachers—and of governmental agencies—in literacy programmes. These are questions on which teachers will want to take a stand.
- Teachers will want to be involved in helping fashion a realistic curriculum for adults. Simply learning how to read and write is not enough. The illiterate adult must learn the principles of nutrition, health and safety, child care, home care, occupational opportunities and countless other matters. These are educational matters and therefore a proper concern of teachers.
- For teachers to ignore the educational needs of adults would be for them to abdicate their professional responsibility in favour of a group less qualified and less skilled in the techniques of teaching.

However, the fact must be faced that many members of the teaching profession still see education as concerned exclusively with children. Groups of teachers within the teachers' associations must come to recognize that, as economic and social demands increasingly require a higher rate of adult literacy, teachers themselves are the most effective force to bring about a new appreciation of the necessity of adult literacy.

At the World Congress of Ministers of Education on the Eradication of Illiteracy, held under the sponsorship of Unesco 8-19 September 1965 in Teheran, the importance of educational programmes relating themselves to literacy education was repeatedly emphasized. Among the general conclusions formulated by the Congress were the following:

> "Education systems must provide for the educational and training needs of both the young generations, which have not yet begun a working life, and the generations which have already become adult without having had the benefit of the essential minimum of elementary education. There is no contradiction between the development of the school system on the one hand, and of literacy work on the other. Schooling and literacy supplement and support each other. National education plans should include schooling for children and literacy training for adults as parallel elements . . . .
>
> "The success of functional literacy depends upon there being an appropriate infra-structure: educational agencies which provide on-the-job literacy training, out-of-school facilities in the villages and towns. It also pre-supposes the use of schools as literacy centres, the creation of a number of specialized services for research and the preparation of teaching and reading material and publications. The literacy programmes should be considerably enlarged and the duration of teaching consequently extended."
>
> Extract from Conclusions of the World Congress of Ministers of Education on the Eradication of Illiteracy. Teheran, 1965

Literacy Education and WCOTP

At the 1965 WCOTP Assembly in Addis Ababa, a special session was convened on "WCOTP's Role in Literacy Programmes." This session was addressed by Aser Deleon, Director-Co-ordinator, Department of Adult Education and Youth Activities, Unesco, and by Kwa O. Hagan, Deputy Director, Institute of Public Education, University of Ghana.

In his address, Mr. Deleon identified four areas in which Unesco sought the assistance of the organized teaching profession in overcoming illiteracy:

"What we ask of you *first* is that you take an active part in the establishment of an atmosphere and a national climate favourable to literacy programmes. This is the field in which we have achieved considerable results because enthusiasm in that field is not lacking. But we must go beyond this.

"The *second* stage is educational planning and the inclusion of adult education in general development plans. I believe that this is the field in which your individual national organization can be of considerable help.

"The *third* area in which we hope to have your support is that of your active participation—the participation of millions of primary teachers and secondary teachers all over the world—in literacy and adult education programmes. When we speak of active participation there are many problems—problems of salaries and distribution of tasks. I am sure that these problems, however, are capable of study and solution.

"The *fourth* field in which we are looking forward to a contribution from your national associations is in the development of new methods. We believe that there is a considerable need for the development of new methods related to the specific needs of adults, whose psychology is different and whose place in society is different from that of children.

"*Finally*, we are asking for your help in assimilating in this new educational field people who are not specialized educators, who are not teachers, and who are not people who have worked in the field of literacy. There are hundreds of thousands of volunteers who have taken an active part in this field. We feel a deep respect for them, but they need help and we are asking you, because you can help them much better."

—Aser Deleon (before the WCOTP Delegate Assembly, Addis Ababa, 1965)

In the final plenary session at Addis Ababa, delegates to the WCOTP Assembly adopted the following resolution:

That a sound and intensive programme be undertaken [by national associations] to overcome the widespread illiteracy which prevails in many parts of the world and which hinders the achievement of equal opportunity through education; that facilities be provided to enable the continuation of education at the adult level and for parents to become fully aware of the importance of education for their children and for society.

Following the Addis Ababa Assembly, the WCOTP Executive Committee authorized an intensive action programme by its Specialized Committee on Adult Education. The development of this pamphlet is a part of this programme.

Prior to the Addis Ababa Assembly, WCOTP, with the technical and financial assistance of Unesco, undertook an investigation in Kenya and Thailand to determine to what extent the involvement of the teaching profession in literacy education was practical and feasible. The investigators for WCOTP were Christian R. A. Cole, Director, Department of Extra-Mural Studies, University College of Sierra Leone, and Artemio Vizconde, Assistant Chief, Division of Adult and Community Education, Bureau of Public Schools, Republic of the Philippines. The general conclusions reached by these two investigators, following extensive exploration with representative of the teaching profession in the two countries, were as follows:

1. Involvement of the teachers and their associations in adult literacy projects can be a part of the nationwide action programmes, if planned in co-operation with the elementary and adult education authorities.
2. Direct participation of school teachers in adult literacy promotion can be made possible by administrative arrangements on national and local school-community levels.
3. The lack of pre-service training of teachers in adult education work creates a felt need for on-the-job training, especially in adult literacy promotion and teaching.
4. It is generally agreed that the involvement of the teaching profession in adult literacy programmes should be so arranged as not to interfere with the efficiency of the teachers in the conduct of their normal teaching duties. The suggestion that their extra-curricular teaching load during term-time should not exceed a total of six hours a week is quite acceptable to teachers who, according to the local situation, may wish to spend an extra hour after school conducting literacy classes in their school building or any other convenient meeting place.
5. Teachers should be remunerated for part-time teaching of illiterate adults. Payment, even if at a lower rate than for normal teaching duties, offers incentive to work and ensures a good contractual arrangement between teachers and the authorities.

Chapter II

HOW THE TEACHERS' ASSOCIATION CAN HELP: A CASE STUDY

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Republic of the Philippines

The following section has been prepared to give assistance, direction and guidance to WCOTP-affiliated organizations in providing effective, purposeful involvement of the teaching profession in programmes of adult literacy education. The suggestions are offered merely as guidelines, and must be adapted for particular use within any given national association.

The Adult Literacy Committee

To effectively relate the teachers' association to programmes of adult literacy, it is important that an adult literacy committee be organized and/or a specific officer designated as responsible for the adult literacy committee. The central task of the committee and/or the officer would be to supervise the interests in adult literacy of the teachers' association programme in each country.

The committee should be authorized by, and appointed by, the highest authorities in the teachers' association. It should be given the benefit of extensive publicity at the time of its establishment. In most respects, the adult literacy committee can be considered—at the national level—as the counterpart of WCOTP's Specialized Committee on Adult Education.

The committee or responsible officer would:

1. Be the mechanism through which a close working relationship is maintained between that part of the association concerned with questions of adult illiteracy and the executive body of the association;
2. Stimulate deliberation on the part of the national executive group on policy questions;
3. Be responsible for helping identify resources available for literacy education from both national and international sources;
4. Be responsible for giving continuing visibility to the fact that providing the opportunity for an adult to become functionally literate is as important to a nation's economic and social development as is the education of a small child;
5. Maintain a channel of communication between individual teachers involved in some phase of literacy education and the national teachers' organization.

Getting the Committee Started

To be successful, the committee must be assured that some continuing leadership and direction will be provided by the staff and executive body of the national teachers' association. It must also be assured of a minimum level of financing. The executive committee of the national teachers' association should allocate a sum of money to the committee for use in meeting its basic expenses of postage and duplicating materials. The national teachers' association may also be of aid in providing some materials and services which will enable the committee to follow through on a realistic programme, especially as the vehicle of communication with the general body of teachers.

In establishing the committee, the executive body of the national teachers' association should thoroughly discuss and, then, record a list of possible goals, objectives and purposes for the committee. These will probably emphasize long-range policy and programme objectives relating to the involvement of teachers in programmes designed to reduce the incidence of adult illiteracy within the country (relationships with appropriate governmental authorities, work conditions for teachers who are involved part-time in literacy education, curriculum goals, etc.).

Membership of the Committee

If it is decided that the teachers' organization will have a committee, as distinct from a responsible officer, it should be made up of interested and concerned members of the association and should include at least one senior officer of the organization.

An important part of the committee's work will be maintaining close contact and communication with other national groups in the country concerned with raising the level of adult literacy. In view of the fact that national patterns for organization of literacy education vary widely, it is impossible to give an exact listing of the kinds of individuals with whom the committee should establish contact. In general, however, they should be:

1. The ministry of education and/or bureau of community development, and any other key governmental agency;
2. Any United Nations specialized agency having a concern for literacy education within the country;
3. Members of the teachers' organization who have had experience in teaching adults;
4. "Opinion leaders" (writers, reporters, community leaders, etc.);
5. The university teacher training department.

In the early stages of the work the committee of the teachers' organization should organize a seminar or "round table" with all other groups concerned to help it define the precise role in the over-all programme for adult literacy.

A functioning committee can be no better than those who are asked to serve on it. This does not mean, however, that they must all be "experts" and individuals of great experience in the literacy field. They do, however, all need to be individuals who clearly see the relationship between adult literacy and social and economic development, and who understand that the purpose of the committee is to bring individuals together who want to find the means of involving teachers in working towards the common goal of raising the adult literacy level of the country.

The First Steps

Once the committee has been authorized, its purposes understood and the members appointed (or the responsible officer named and his role defined), a programme of action can begin. A possible starting programme might include consideration of the following functions:

1. *Social and economics implications.* To find ways and means of working with governmental authorities in continually pointing out to other teachers and to citizens in general the significance of adult literacy as an instrument of social and economic development.

2. *Community school programmes.* To help local school officials, within the framework of the governmental curriculum (or through curriculum change where appropriate), develop the concept of a community school which endeavours to make instruction for boys and girls practical and useful for themselves and for *community and family living.*

3. *Materials.* To draw attention of teachers in local communities to materials for working with adults that may be available at small or no cost from various ministries or other sources within the country.

4. *Teacher personnel.* To study, recommend and encourage discussion of appropriate personnel policies on the compensation of teachers engaged in literacy work.

The following are some of the more important activities that teachers' organizations may possibly evolve to help promote a more effective adult literacy education programme together with the government and other service agencies:

Providing means of communication among adult education workers, e.g., conferences, committee work, periodicals, handbooks, newsletters, reports, etc. Some teachers' associations are rich in resources—human, financial and otherwise. They have competent and trained leaders; they have the facilities for mass communication such as radio, television, cinema and the press; and they abound with financial resources. Through proper involvement, teachers' associations may conduct and subsidize conferences and organize work committees to promote literacy education. They may print or underwrite the publication of periodicals, handbooks, newsletters and reports dealing with literacy. They may initiate interviews and conduct or subsidize studies that are primarily concerned with literacy promotion.

Stimulating, co-ordinating and reporting research studies relevant to the practice and effect of literacy education. Teachers' association equipped for scientific research can make an important contribution to the promotion of adult literacy and continuing education. They can conduct, stimulate and co-ordinate scientifically planned research which will contribute to basic knowledge of adult education, for example, the process of adult learning and methods of teaching literacy. They can also underwrite the reporting of the results of such research studies.

Assisting in the formulation and implementation of a continuous programme of evaluation for the improvement of the content and method of literacy education. Teachers' associations can contribute significantly to the formulation and implementation of a continuous programme of evaluation to improve literacy education particularly in content and methodology.

Assisting in programme planning and in the organization and administration of literacy projects. Planning of adult literacy projects is generally carried on by the government through a unit such as the Bureau of Public Schools. Teachers' associations on the national level could inform and encourage their local branches or chapters about possible participation in planning and launching literacy and adult education programmes.

Helping in securing more adequate legal and financial provisions for literacy education. Teachers' associations have trained personnel and adequate financial resources. They have contacts with international organizations like Unesco, the Asia Foundation, the World Confederation of Organizations of the Teaching Profession and others. In view of this, they are in a position to help in securing more adequate legal and financial assistance for the promotion of literacy education.

Underwriting work conferences, seminars and other forms of in-service training activities for the professional and community leaders and workers in literacy education. Teachers' associations may conduct or underwrite the holding of work conferences, seminars and other forms of in-service training activities of professional adult education workers as well as leaders of the community.

Subsidizing the preparation and publication of teaching aids, course guides and reading materials. Teaching aids and other adult education materials are most valuable to the adult education workers. Teachers' associations may subsidize the preparation and publication of such materials for groups of teachers in different languages and environments.

Cultivating incentives in communities where motivation is weak or non-existent. Adults cannot be forced to learn. To succeed in the literacy programme, adults must have a deep desire to learn to read and write. In places where such desire is wanting or totally lacking, teachers' associations could help cultivate the will to learn.

The above is but a modest listing of the possible involvement and channels of participation of teachers' associations and other service agencies in the promotion of the adult literacy programme. Certainly, there could be other possibilities.

These possibilities may imply that teachers' associations and other service agencies may operate or sponsor essential projects related to literacy promotion. They may also serve and co-ordinate the work of provincial and local branches or chapters and provide active leadership of their own, as well as support and nurture local leadership.

Activities Towards Co-operation

In the promotion of literacy and adult education the following are actual examples of the participation and involvement of teachers' associations, governmental agencies and international bodies:

1. The Philippine Public School Teachers' Association (PPSTA) conducted a seminar on educational planning in which adult education, particularly the promotion of functional literacy, was given a significant treatment. In the seminar, which was conducted in January 1966, representatives from the Division of Adult and Community Education, Bureau of Public Schools, were selected to lead in the discussion of literacy and adult education. In this connexion, the findings and recommendations of the two-man team of Unesco on the production and use of reading materials together with the language problem were brought out for discussion.

2. Unesco sponsors and/or extends scholarship and fellowship grants to selected and qualified adult educators. These grants help bolster the programme of the Philippine Government to eliminate illiteracy. One such grant awarded to two adult education supervisors is on adult literacy planning. This study-seminar which has just been terminated in India, was conducted to develop and increase the competence of adult educators in planning literacy programmes. The teachers' associations, both on the national and local levels, may be involved in the actual planning of adult literacy programmes, along with other non-governmental organizations.

3. The Unesco National Commission of the Philippines assisted the Philippine Government, particularly the Bureau of Public Schools, in launching a functional literacy programme in the form of the Philippine Folk School. This form of adult education is for out-of-school youths and adults who have completed at least the elementary grades to equip them with further vocational and citizenship skills so that they can become better citizens in their communities. In this sense, the Philippine Folk School is a continuation of the programme to make literacy functional. The first experiment on the Folk School was partly financed by the Unesco National Commission of the Philippines. In succeeding years the Bureau of Public Schools subsidized the operation of the Folk Schools on a counterpart financing scheme. Teachers' associations and other local organizations assist in planning and in providing more worthwhile activities for students in the Folk Schools. Since its inception, the growth and expansion of the folk school programme has caught the interest of other organizations, which have been giving their liberal support.

4. In 1963 and 1964, regional seminars and conferences were held in eight regions all over the Philippines on compulsory elementary education and adult and community education. These conferences were largely subsidized by Unesco. The Bureau of Public Schools provided technical assistance on the organizational preparations for the conferences and in threshing out problems relative to compulsory elementary education and adult education. Local teachers' associations helped in laying the groundwork for the follow-through programmes in terms of "echo" conferences and in printing needed materials. In connexion with leadership training conferences, the Unesco National Commission of the Philippines also underwrites the printing of leadership training materials and reports on literacy education.

The Bureau of Public Schools takes the responsibility of preparing adult reading materials and teaching guides. It prepares the reading materials needed for functional literacy education and for continuing education. Teachers' associations on local school levels furnish motivations and create incentives for other non-governmental organizations to get involved in these projects. They encourage local talents to prepare and produce reading materials geared to the needs and resources of the locality and based on the guides prepared and issued to the field by the Bureau of Public Schools.

5. There are instances where local teachers' organizations provide a link between the planned programmes of the Bureau of Public Schools and the programmes of groups and service agencies in the community which want to take part in adult education. They help promote or cultivate motives in adult education where motivation is weak or non-existent.

6. Local teachers' associations and other community organizations subsidize literacy programmes.

7. Co-operation and collaboration among governmental, non-governmental and international organizations are also attained through the community

development councils in which representatives of such organizations sit together, plan, lay out and direct literacy and adult education programmes. These councils are on the national, provincial, municipal, and barrio (village) levels. On the national level, representatives of the Presidential Assistant on Community Development, National Economic Council, Unesco and the Philippine Public School Teachers' Association and other organizations compose the membership of the council. On the lower levels, representatives of the same agencies and the local school heads are members. Under this set-up, the provision and direction of the literacy and adult education programme truly become a joint responsibility—the concern of all.

8. Co-operation of governmental, non-governmental and international bodies is shown in the provision of library services, at the local level, to serve the needs of out-of-school youths and adults. This form of co-operative project has been started on a barrio level under the joint sponsorship of Unesco, AID-Philippines and the Bureau of Public Schools through the Office of Adult and Community Education. The local teachers' association also co-operates in this project.

9. At the instance of the public school teachers, organizations at the grassroots level such as the barrio councils, purok (neighbourhood) organizations, parent-teacher associations, women's clubs and others are actively engaged in various literacy and adult education activities. They assist the local teachers and school officials in planning the literacy programme, organizing literacy classes, keeping up the interest of the adult students and helping finance literacy and adult education classes.

In work of this kind the committee or responsible officer should find means to involve many individuals—particularly teachers of adults living outside the capital city. Some teachers will be coming into the headquarters of the national teachers' association either when on a holiday or to attend meetings. Efforts should be made to arrange opportunities for these teachers to meet with others who may be in the vicinity and who will also be engaged in adult literacy work. The programme should keep its goals realistic and its committee rules and procedures simple and flexible.

Looking Towards the Future

Other projects which might eventually be developed by adult literacy committees might include the following:

—Institutes, forums, workshops for teachers on ways of co-operating with the literacy programme. These might be offered in conjunction with other educational organizations or institutions.
—Co-sponsorship with the college or university of training courses for teachers of adults.
—Preparation of articles for newspapers, magazines, journals and other periodicals.
—Initiation of fact-finding projects in the field of literacy education.

Relationships with Other Organizations

Of extreme importance in the development of a strong adult literacy committee is the necessity of developing and maintaining good working relationships and understanding with many other organizations and groups.

Literacy education must not be divorced from and considered something special in the field of education. Neither can the literacy committee set itself apart from organizations representing other aspects of education.

A few techniques to be considered in building good working relationships and understanding with other organizations include:

—Inviting observers from other organizations to the committee meeting.
—Sending copies of official publications (minutes, newsletters, etc.) to other organizations.
—Co-sponsoring joint meetings, institutes, workshops.
—Assisting other organizations in their projects.

Information regarding the programme as it develops should be made available to the WCOTP Committee on Adult Education. When necessary, the people concerned may write for assistance to the nearest WCOTP regional office or directly to the WCOTP Committee on Adult Education. Names and addresses are available in the central offices of all WCOTP affiliates.

Chapter III

WHAT THE TEACHERS' ASSOCIATION CAN DO TO HELP DEVELOP READING CENTRES FOR NEW LITERATES

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The Reading Problems of the New Literate

The individual who has spent his childhood, adolescence and much of his adulthood unable to read and write lacks not only reading and writing skills, but has inadequate listening ability and limited ability to speak or communicate through oral language.

It is this general deprivation of language that makes it so very difficult for the new literate to apply a newly acquired reading vocabulary or to express himself in writing.

The ordinary student who has learned to read and write at an early age has:

a. Expanded his vocabulary through reading.
b. Made his word knowledge specific through the use of glossaries and dictionaries.
c. Broadened his information base considerably through the use of a variety of printed materials.

The new literate, on the other hand, has acquired—often in a painful fashion—300 or more basic sight words. He has only a rudimentary knowledge of word analysis skills, little or no ability to utilize reference materials, and, sometimes, lacks the background or experience necessary to understand even the simplest material.

Whereas the child accumulates concepts, words, analytic skills and comprehension slowly and applies them to material related to his limited though growing interests, the new literate is already coping with a variety of problems and his communication needs are already very complex.

For example, the young nine-year-old who has learned the primary reading skills in the first years of school instruction has few, if any, responsibilities to the world around him. He can continue to grow and expand his reading and writing skills, enjoy the simple stories of childhood, and proceed from these to more complex stories in a leisurely fashion. He can use the teacher as a resource each day of the school year and is not embarrassed to ask the teacher for answers to his questions.

The child's writing needs are simple. The few letters he writes—if indeed he writes any—are accepted in the crudest form by eager parents. If he can produce simple, but legible, compositions, the teacher concerned with writing practice will readily accept the content of the child's composition.

On the other hand the adult, or young adult, who has comparable reading mastery is confronted with demands on his reading and writing skills that are sometimes overwhelming and often discouraging. For example, an attempt to read a daily newspaper is frustrating, for even the headlines may confuse and confound him. Editorials are usually far too complex and even the simplest news item may contain more unknown terms than the new adult literate can tolerate. Yet, the adult is faced with a need to understand first-hand events that might well affect his future, whether that future be immediate or remote.

The new literate is faced with problems related to employment. Frequently even the simplest job often demands reading and some writing and a fluency in language beyond his scope. While he has achieved some measure of literacy, the scope of his needs far surpasses his verbal abilities.

Therefore, the new literate needs a gradual introduction to new words, guidance in his reading, an opportunity to refer to someone for help, encouragement in reading for pleasure, an interpretation of affairs too complex for him to read about and—perhaps most of all—a systematic opportunity to improve in all aspects of his newly acquired literacy.

The School as an "Aid Station" for the New Literate

We can again contrast the position of the new literate with the elementary school child. Each school day the child is encouraged to read; guidance in learning new skills in reading and writing is given and he can practice his skills. Furthermore, he is surrounded by other children who often are eager to learn and share their learning with him.

The new adult literate equally needs the opportunity to meet with a group during at least an hour or so a week in order to be further instructed in primary reading and writing skills. If he tries to improve his knowledge by digging away on his own, the material he has the skill to read often has little or no immediate relationship to his vocational, family or personal needs. Most of all, he spends most of his reading time out of touch with others. He has few opportunities to seek help and is often embarrassed about his condition.

All of this suggests that regularly scheduled daily classes—whether in day or evening hours—is the first approach to encouragement. A special centre where only new literates may enter might provide the uncertain new literate with a place where he has a chance to read and talk to others without embarrassment. If such a place has a collection of books, government publications and a newspaper, it will help the new literate find the right book, pamphlet or newspaper, identifying new words, and give him an opportunity to discuss ideas in books, government pamphlets or newspaper stories too difficult to read in their entirety.

A more personal encouragement may be obtained by assigning each new literate to a volunteer who will meet with him once or twice a week to chat, to encourage and to help him locate new reading material. The new literate is a lonely, often friendless person—often shy or unable to communicate with others. He needs every available personal touch.

The new literate needs to understand that he is not alone in his problem, that there are many other adults and young adults who share it with him. Schools seeking to aid the illiterate or new literate can advertise the presence of "aid stations" by word of mouth, by radio and through community and social service centres. *Written campaigns will often miss the mark.*

Actual "aid stations" need to be set up within easy access of the new literate so that travel along dark and lonely roads is avoided and the fear of entering a new environment is removed. The established local schools are, of course, the

most accessible, convenient and familiar locations. However, sometimes the schools in the neighbourhood of the illiterate or new literate may need to reduce their official look in some way so that reticent adults can be encouraged to enter with a reasonable expectation of response.

One school has installed laundry and shower facilities and has encouraged the adults in the immediate neighbourhood to use these facilities. Once the individual grows accustomed to visiting the school, the word can go out to the new literate, whose fears are reduced by the encouragement of friends and relatives.

If the local school takes the leadership in establishing the school as a centre where, during certain scheduled hours, help, reading materials and a place in which to read are available, it will not only help link the new literate with a place where he can be aided, but link the school closer to the adult community.

Tips to Teachers Teaching the New Literate

Schools that establish "aid stations" for the new literate will need to enlist either volunteers or regular teachers to give him guided reading instruction after he has mastered the first rudiments of reading.

Teachers of the new literate might keep in mind these five basic steps in aiding him to master the complexities of new and more difficult reading material:

1. *A thorough discussion of the basic concepts involved in a story or in the content of a subject.* For example, if the pupil is reading about methods of planting, irrigation and cultivation, steps should be taken to dramatize the subject by such means as bringing living things into the classroom and showing how an absence of, or an overabundance of, light, water and air effects their growth. A description, pictured or otherwise, of methods of farming in other countries also helps to explain the material being studied.

If a lesson in geography or history involves a topic such as the days prior to national independence, then not only the time and place need to be established, but also the people involved, their motives and the various actions taken. Understanding cannot come from reading in a vacuum when words are not understood or even recognized; plots or events will not be properly interpreted.

2. *Vocabulary development and word analysis practice.* New words, some not in the listening and speaking vocabulary of the new literate, must be introduced in and out of the context of full sentences until they are recognized when pronounced and understood when used. Much can be accomplished by inserting new words and explaining them in the context of a meaningful sentence. Often the introduction of new words needs "direct teaching." For example:

   a. Word analysis skills remain mechanical and hard to use without constant practice;
   b. Phonic analysis and syllabication skills need constant practice so that principles mastered in the early stages of reading are not forgotten. This is particularly true in syllabication and context analysis, which are often the major approach to the indentification of new words;
   c. An increase in the knowledge of word structure depends on careful, consistent teaching;
   d. New roots and stems need introduction and discussion before they become an integral part of the pupil's vocabulary. The same is true of suffixes and prefixes.

3. *Guided silent reading for specified purposes.* This is a must for the new literate. He must develop the notion that reading is purposeful whether the purpose is for pleasure or for the pursuit of facts. Reading guided by certain goals of the reader can add to his growing knowledge of words and ideas.

4. *Practice in utilizing skills of word analysis and comprehension.* The child in the primary school often has workbook lessons to ensure retention of skills. Activities similar to those found in workbooks are badly needed by the new literate, particularly if much of his learning is self-guided.

5. *Further reading of simple material on the same subject.* The new literate needs to capitalize on the new information he has gained. If, for example, the pupil reads a government pamphlet about irrigation, other information about the same subject will broaden his understanding and at the same time provide the vital practice so necessary in the development of more fluent reading.

Aid in the Preparation of Materials

The single greatest need of the new literate is easy reading material to help him bridge the gap from the elementary skills he has mastered as he frees himself from illiteracy to the stage where he can read virtually any material written in his language. Frequently these materials are not available and teachers themselves must produce the needed reading matter.

Several approaches to the development of new materials are described below:

Adaptation. The rewriter of materials for the new literate has a wealth of materials to adapt, if not in his own language, in that of the world's literate. It is probable that the writer may find in the major languages of the world—Chinese, English, French, German, Portuguese, Spanish, Italian or Russian—a body of literature which can be rewritten. Texts, biographies, folk tales and the like are available. If the writer uses a language which has a rich literary heritage, his task is straightforward and, while not simple, at least possible. If, however, the language does not have a rich tradition of written material, then the writer must combine forces with a multi-lingual translator. The author worked in such a situation in Cambodia, where the written tradition was quite limited and where the problem was complicated by the fact that printed material in Khmer was extremely limited and often of a religious nature. Here a team approach was necessary in writing stories or material initially in simple English and then translating it into French and eventually Khmer.

If the writer is working in a language with a rich literary heritage, he needs to take the following steps:

1. Select material which has appeal to the modern reader.
2. Eliminate words or phrases which represent the sort of archaic reference or obscure point understood only by a scholar.
3. Shorten the story by eliminating unnecessary transitional material, lengthy explanations, preaching and long descriptions of a personal character or of natural surroundings.
4. Develop a basic list of words within the listening, speaking and reading vocabulary of the reader for whom the work is intended.
5. Examine the sentences and reduce the compound and complex sentences to simple sentences. At the same time, the number of sentences in a paragraph should be limited from three to five so a thought can be clearly expressed in each paragraph but not become lost in many unrelated or partly related sentences.
6. Avoid slang or the colloquialisms of people other than those doing the reading.

7. Try to reproduce conversation following the linguistic patterns used by the reader-speaker.
8. Try to illustrate complex ideas by pictures, simple analogies, graphs or charts.
9. Provide a simple glossary of terms which can be used by the reader in the absence of explanation by a teacher.

Translation poses a special problem and ordinarily requires a team approach. Many emerging nations without a written literary heritage need to form teams of writers who will work together so that the translation does not lose in transition from one language into another language. Such a team requires multi-lingual writers and teachers in order that the literal aspects of a work are translated accurately and the work is put in a prose form that uses the colloquialisms of the local reader and develops material which will add to the language growth of the reader.

Wherever possible the adapted material should be placed on tape to be played back on a tape recorder, or pictured in some visual way. When a story can be illustrated or told through pictures or recordings (or on a filmstrip), then the chances of the student's reading the material with understanding are greatly increased.

Technical Materials. A relatively new but exceedingly valuable development relates to the writing of easy-to-read material concerning a man's work. Many business and manufacturing companies find that they can thus simplify directions related to technical operation so that the least literate individuals can read them. Beyond this, some companies have produced comic strips which explain their business and tell about the men who developed it, the sources of raw materials, the location of markets and the like.

Men can be interested in reading materials which relate to their activities, whether the topic be of an agricultural or a technical nature. It is suggested that the writer of materials for the new literate focus on developing materials related to the most common business or industry of a city or town or the various agricultural enterprises in rural areas.

Co-operation can be sought from mill owners, storekeepers, hotel managers and plantation managers. They often may assist by providing money to produce simple materials describing their businesses. They may also be encouraged to provide time for employees in which to be taught or read the materials.

Labor unions may also take a leading role in the production of reading materials by providing reading rooms and by supplying teachers for their illiterate and newly literate workers in an effort to develop a more useful type of employee.

Summary

The teachers' organizations can provide virtually all the ingredients necessary to establish and maintain a programme of reading development for the new literate. Teachers can be given leaves of absence to work on materials, to teach the new literate and to publicize the locations of library centres.

Teachers' organizations can provide small centres equipped with various reading and writing materials and aids to encourage the new literate.

Teachers' organizations may also influence governments, trade unions, industry, co-operatives, religious groups and the general public to co-operate in the eradication of illiteracy. Through the establishment of "aid stations" they may help the lonely new literate preserve the few words he has learned, practice his reading and eventually become independently literate.

Chapter IV

TRAINING TEACHERS TO TEACH ADULTS

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In recent years it has become increasingly clear that the fight against illiteracy must be intensified if much-needed social and economic development, particularly in the developing countries of the world, is to be achieved. It is this realization that has kindled the desire of many who are privileged to be literate to volunteer their services to teach their illiterate brethren.

Among the band of volunteers are included teachers, clergymen, professionals and private citizens. Some of these—I refer to the teachers in particular—already have an acquaintance with teaching children and adolescents, and are (with few exceptions) intelligent, dedicated and competent. The majority, however, lack the methods and techniques of adult teaching. For these, some attempt at "retraining" must be made. This chapter, therefore, will review some of the content that should go into a programme designed to train teachers to teach adults.

Why Adults Learn

Of first importance in the development of a training programme to help teachers of children become effective teachers of illiterate adults is the necessity that an understanding be developed of ways in which the learning patterns of adults may be different from those of children.

From the very first, the adult teacher is confronted with the job of finding out the motives which induce an adult to begin literacy training. According to Raymond G. Kuhlen, these motivations vary with age, sex and social class. The motivation for satisfying family relationships is likely to be high among adults, as is the desire to be affiliated with an organized group of some kind. A third important motive is the need for achievement.

The economic motivations of adult literacy should also be emphasized. Mary Burnet, in her booklet on the *ABC of Literacy*, published by Unesco, makes the point that adults are induced to learn to become literate in the hope of receiving economic rewards on the completion of their course of study. In her view, "If a farmer reads in his literacy course about how to use fertilizers, there must be fertilizers available at a price he can afford. If unskilled factory workers are taught to read printed instructions, it is easier to train them for skilled jobs. But somebody has to provide the training and some factory has to be able to give them jobs. Otherwise they will feel like the man on the road—that they've wasted their time getting nowhere."

It is just as well also to remember that in cases where he has had some formal schooling, some habits may have to be corrected and improved. Finally,

the teacher's personality more than anything else can help to inspire self-confidence in the student and provide the necessary stimulus for work to capacity.

Differences Between Teaching Adults and Teaching Children

In the *Unesco Manuals on Adult and Youth Education, No. 2, Literacy primers: construction, evaluation and use*, Dr. Karel Neijs listed these seven differences between the learning process of adults and those of children:

1. They possess maturity in life experience, will power, perseverance, reasoning and practical judgment and language habits.
2. Adults know, or think they know, their own little world. There is a certain rigidity of thoughts and habits and a concept of the learning process as such, although on the other hand, uneducated adults may fail to assess their learning powers correctly—either under-estimating or over-estimating them wildly.
3. A child has some definite learning advantages; as regards foreign-language learning they were assessed to consist in: greater flexibility of his vocal organs, spontaneous oral imitation, sensitivity to the forms of speech heard and natural love of repetition. In the adolescent and the adult some of these would be weaker, but organized memorizing and greater capacity for effort would supplement them (quoted from *The Teaching of Modern Languages*. Paris: Unesco, 1955. p. 98).
4. Adults know what they want, and are, therefore, critical of their instructional materials, while children display a more spontaneous and greater curiosity towards teaching aids.
5. Adults have a relative command of language. Literacy teaching in their mother tongue, therefore, means firstly correct symbol recognition and only secondly growth in language habits.
6. Adults possess the faculties of logic and reasoning to a greater degree than children. They dislike a large amount of repetition, their memory can be helped by devices of seeing similarities, but their reasoning demands quick progress in the first place.
7. Failure has usually more immediate consequences with an adult than with children, and there are many hampering psychological factors which could promote failure.

The heterogeneous character of adult students contrasts sharply with the homogeneity of children in a classroom situation. In the case of the adults, the teacher is confronted with a variety of backgrounds, ages, occupations and interests. In the typical adult education class students at all educational levels group under a single tutor. This makes both planning and teaching difficult, since the effective teaching of such a group requires the ability to teach individuals and the group simultaneously. In an adult literacy class the problem of a group of learners consisting of stark illiterates, semi-literates and neo-literates usually presents itself.

There is also the difference in rates of achievements to grapple with.

If there are differences in rates of accomplishment among children, the differences among adult students are much more pronounced and complex. Time factors, motivational interests and goal objectives all help to complicate matters. Some students may lack the discipline of study; others may be bewildered by the very atmosphere of the schoolroom reminiscent of their school days. Almost all expect the rate of teaching to go according to their individual pace. Attendance is seldom regular. The number of class nights a

student can attend varies with the individual adult student and the distance he lives from the school.

Adult education is purely voluntary. Therefore, students are free to attend when they want to or to drop out at will. This makes it necessary that the curriculum be flexible, readily adaptable to the changing needs and wishes of adult students, and directly meeting his social or economic needs.

There is a sense of immediacy in adult education. Whatever education is acquired must be put into immediate use and benefit. For the adult student is already participating in adult and community life. Children, on the other hand, expect to put their learning into practice at some future time.

Some Practical Suggestions for Teachers of Illiterate Adults

1. *Create a friendly and cheerful atmosphere in your class.* Where convenient, arrange the seats in a circular manner and seat yourself as one of the students.

2. *Help your students to stay interested.* Expect less submissiveness from your students, some of whom might be as old as you—or even older. Any suggestions of superiority on your part will be hateful to the student. Try to know your students and their temperaments.

3. *Be careful how you correct your students* if they make mistakes. Remember that you are not to ridicule nor be sarcastic nor scolding. You should always avoid making your students lose face. If you have to make a correction it is a wise step to emphasize the positive or encourage the student to imitate you. Praise good performance without seeming to be too lavish in your praise. You don't have to correct every mistake the moment it is made unless it is a serious one.

4. *Mind your manners.* The mere pointing at an adult may be considered very offensive. If you persist in this, the student may sever connexion and even discourage others from attending your class.

5. *Avoid repetition and drill* which may be resentful to the adult illiterate.

6. *Let students learn at their own pace.* Some adults want short, intensive instruction, while others slug on and consume a good deal of time in digesting the instruction given them. This means that your role as a teacher should be to guide the learning activity by arranging the situation so that the adult learner will acquire the knowledge and skill more effectively than when he is learning independently. In this way the student is enabled to participate in and accept some responsibility for learning.

7. *Let the student be aware of his own progress* so that he may feel a sense of achievement. You will do well to avoid any evaluative process which may threaten the students. In other words, if testing is required and needed, do testing when the students are ready for it. Test them on what they know, and not on what will result in their failure.

The Teaching of Reading and Writing

In most cases it is left to the adult student to decide whether he wants to learn to read and write in the vernacular or to attempt a foreign language such as, in the case of Africans, English or French.

While for obvious reasons many adult educators would advise literacy training first in one's mother-tongue and then a smooth transition to the learning of a foreign language, they would exercise great care not to foil the adult learner's ambition and interest.

Most beginning readers for adults are constructed with a view to making them the main teaching aid for the adult learner. The good adult primer

contains short and simple first lessons and a gradual increase in the new vocabulary introduced. The primer is related in content to the languages spoken by adults in the area in relation to their work-a-day needs. In helping students to recognize symbols and reproduce their sounds—the first phase of reading instruction—various approaches are employed. They are, as Dr. Neijs observed:

1. The synthetic approach by means of which letters or syllables are taught by name or sound and then combined with other letters to form syllables and words.
2. The global approach, which deals with wholes and later breaks them down into their constituent parts.
3. The ecletic approach, which is a combination of the synthetic and analytic or global approaches. All of these approaches have their relative advantages and disadvantages.

While using the adult reader as his main teaching aid, it is imperative that the teacher thoroughly familiarize himself with the lessons in it. Most readers for adults contain charts, pictures and word lists. A good example is Dr. Laubach's primers, which, incidentally, are produced in many of the principal languages of the world.

After having learned the word symbols—which might take between 30 and 60 hours in the case of teaching in the mother-tongue and, needless to say, much longer when a foreign language is taught—the student should be able to perceive words and grasp their meaning clearly and to apply them intelligently when expressing ideas. That is to say, he can now read independently.

The next phase is concerned mainly with developing fluency in reading, writing and speaking. Authorities are agreed that fluency implies reading "by larger wholes rather than by small parts" and that understanding implies "responding to written language in the same way as spoken language."

During the first phase, writing could be taught as incidental to reading. The elements of writing, such as learning to make straight lines, curves and dots, could be gradually taught in small installments. Copying of whole words and sentences should be introduced progressively. Some primers take care of this; in others, the teaching of writing is not attempted.

Whatever the case may be, it is very useful to be able to introduce such very elementary practice in writing after the early lessons of the pirmer have been mastered.

Phase two should take care of the teaching of writing both intensively and extensively. Much of the time will be occupied teaching print or cursive writing and the device of spacing words.

The Teaching of Arithmetic

The teaching of numbers is an essential ingredient of a functional literacy programme. Movement from one place to the other conjures up the idea of distance. The commodities we sell and buy require the use of weights and measures. Money, too, comes into the bargaining. The farmer, the factory worker, the shopkeeper, the housewife are all faced with the problem of calculating. The incentive to learning numbers is therefore not lacking.

Counting is the first step in learning arithmetic. Barely learning to count by rote without any meaning and relevance to the economic activity of the individual will not do. In teaching to count from, for example, one to 100, the student should be taught to count in terms of heads of cattle which he owns—or

bags of rice or cocoa—or his harvests in terms of the number of days worked in relation to the wages he earned.

The suggestion by Dr. Neijs that, as a prerequisite to teaching numbers, an investigation should be made into traditional native ways of counting is a sound one. Weights and measures and money should be introduced as soon as the learner is ready for them. Learners have the desire of putting into practical and immediate use their knowlege and skills gained.

The Use of Audio-Visual Aids in Literacy Teaching

To be used effectively, audio-visual aids must be simple and easy to manipulate by a teacher who may not be an expert at handling them.

Apart from readers and blackboards, pictures are quite useful visual aids in a beginners' class. They are inexpensive and easily obtainable. Cuttings can be made from magazines and other sources.

They can be used while teaching to illustrate words and their meaning, especially where the ideas and scenes suggested by words might be strange to the learners. Pictures should be selected according to how well they bring out the quality or action that needs emphasis.

Pictures specially prepared with the background of the learners in mind are particularly meaningful in a learning situation when they illustrate the story in a reading lesson. Decorative pictures are pleasant to the sight, but care must be taken not to over-use them. They can distract the students' concentration from the main object of the lesson.

Filmstrips are frequently employed. Much time can be saved by their use in class, particularly when the students are learning to do something—construct an irrigation ditch, for example. The teacher should encourage students to participate in a discussion about what they saw and how it is useful to them.

The overhead projector is useful for class teaching. An illustration in a book could be shown to the whole class at once by means of it.

Tape recorders are assets in the teaching of language. The students can hear their own voices and so appreciate their mistakes.

Chapter V

HOW THE UNIVERSITY CAN HELP TEACHERS' ASSOCIATIONS IN NATIONAL LITERACY PROGRAMMES

Part 1

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Teachers' associations have a lot to do before their members are effectively involved in the national literacy programmes. They need to train them for this new task. They need to prepare new programmes and materials meaningful to adults. They need to devise new measuring devices and techniques for the evaluation of plans, programmes, methods and materials. They need to study and be aware of the impact of the whole national literacy programme on the students themselves and its contribution to the social, cultural and economic development programmes of the country.

This calls for the co-operation of many academic disciplines and specialists, as well as training a leading group of adult educators to lead the association in this field. In short, this needs the joint effort of many institutions to help the teachers' association involve itself effectively in the national literacy programme. The university has much to offer.

The Role of the University

At the First World Conference of the International Congress of University Adult Education, held at Krogerup, Denmark, 20-27 June 1965, the workshops showed general agreement that it is the duty of the university to engage in the following functions in adult education:

a. Research in adult education,
b. The teaching of principles and methods of adult education,
c. Provisions of some courses of an experimental nature for unmatriculated adults,
d. Refresher or supplementary courses for graduates.

The group which studied the question of research agreed that the university should concern itself with "research at all levels of adult education, and not only at the level at which the university might teach." Of special importance are the following areas of research:

a. Studies of particular adult education clienteles,
b. Studies of the learning process,
c. Studies of motivation,
d. Studies of the process of instruction both in respect of content and of methodology.

e. Studies in the development of leaders,
f. Evaluation of courses and programmes.

As most of the national literacy and adult education programmes are conceived as part of comprehensive social and economic community development programmes, many departments in the university will be called upon to help in the field of research, especially the behavioral and social sciences departments.

The group at the International Congress which studied the question of training agreed that, beside full-time training for professional adult educators, there should be provision for supplementary training in adult education for graduates in other disciplines, part-time workers and in-service training. Training for teachers involved in literacy work is already provided by many universities in developing countries in Africa, e.g., Tanzania, Nigeria and the Sudan. Some universities help in preparing primers, as in the case of Ibadan University of Nigeria. In the Sudan some members of the University of Khartoum academic staff have helped the Publication Bureau in preparing the three literacy primers and 38 follow-up books.

In many African countries the universities and teachers' associations are already serving on the national committees for the national literacy programmes, e.g., the Sudan and Tanzania, which are charged with the following tasks:

a. Planning the programme,
b. Training the necessary personnel,
c. Preparation of material suitable for adults,
d. Research,
e. Evaluation and follow-up,
f. Communication of results to other countries through Unesco and through publications,
g. Establishment of special libraries and acting as clearinghouses for information on adult education.

Part 2

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At the WCOTP training conference held in Seoul, Korea, in August 1966 on the involvement of teachers' associations in programmes of adult literacy training, there was considerable enquiry and discussion about the extent to which universities were engaged in alleviating the high rate of illiteracy in the world. In the course of this analysis of the situation, as understood by those people taking part in the discussion, there was allowance made and recognition given to universities for the vital part they play in the preparation and continuing education of the teaching profession.

The matter of greatest concern was whether, and to what extent, universities had devoted any of their resources to the problem of the adult learner who is determined to become literate. There is a lot of scattered evidence of individual concern, but very little to demonstrate the universities have been interested in the pedagogical and research problems that are bound to arise when mature adults begin to learn to write and read their own or another language.

As the evidence accumulated about the paucity of university effort, the question was properly asked, "should universities be concerned about matters which were the province of another layer or tier of the educational infrastructure, and, if so, on what premise would one expect to find universities contributing to this work?"

Higher Education and Literacy

Within institutions of higher learning there are faculty members, departments, schools and faculties which are concerned about literacy. Wherever psychology is taught, theories of learning are constantly under scrutiny and being tested. The practical implications of these theories are undergoing constant revision, especially as they apply to the training and education of teachers, social workers, health educators and extension workers engaged in rural, urban and community development.

Many "theories" are being modified in practice to take account of cultural and social differences of particular countries, and even between peoples within a country. There is a deep concern to understand the nature of traditional institutions and practices, to modify them rather than to see them completely engulfed in the pursuit of the new. Sociologists, anthropologists and historians have a continuing and growing interest in the process of change, how it may be modified, controlled and utilized for the maximum benefit of all concerned. In this respect, these disciplines may well contribute some of the essential ingredients for an adequate and operational literacy programme.

It is for these reasons the seminar urged that universities should have a basic interest in literacy education. Universities could help design appropriate training for the professional teacher and the lay leader concerned with literacy work; encourage and consult with those who are constantly at work teaching, so as to develop a more effective means of evaluation of current programmes; and provide the educational and development system of the country with the research and experimental results collected elsewhere, replicated or extended by their own research. All that is intended by these suggestions is for universities to seek out and encourage, by whatever the means at their disposal, the research interests of the appropriate faculty in this basic area of learning.

The University in Co-operation with Teachers' Associations

The seminar group was equally concerned about the fact that it would be exceedingly dangerous to think that no matter how great an effort was made by universities, this would, as if by magic, solve the problem. It was the group's very strong belief that there must be an effective partnership forged between the universities' resources and faculty concerned in literacy on the one hand, and the teaching profession on the other. In an effort to ensure that some useful mechanism exists, so as to keep those in the field in touch with and aware of the work being done by the university faculty, it was urged that national teachers' associations establish within their secretariat a department, committee or commission concerned with research into the problems of literacy and adult education. In this manner, it would be possible to establish and maintain continuing fruitful relations between these two interdependent sectors of the educational enterprise—scholarship and research of the university, and the practicing teacher. The manner in which this recommendation is implemented is one for each country to devise according to circumstances and necessity. It was not the intention of the seminar group to attempt to suggest a particular structure or organizational pattern which might prove to be too rigid or alien for present circumstances.

Chapter VI

WORKING WITH VOLUNTARY ASSOCIATIONS

Part 1

THE INTERDEPENDENCE OF TEACHERS AND VOLUNTEERS

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Professional teachers cannot do the job alone. The task of teaching the numberless illiterates in every nation of the world is so enormous that every possible source and category of teachers and administrators must be enlisted in the programme. The non-professionals, under the guidance of professional teachers, in the various member organizations of WCOTP are needed.

In some instances it is possible to begin classes for adults in schools by professional and paid teachers. At other times the teacher may only be a helper or a volunteer. It may not be possible to motivate the adults to come into a formal classroom situation. It may be necessary frequently to go to the adult.

This means that literacy programmes will need many teachers. A chief function of professional teachers will be to multiply their effectiveness by becoming teachers of teachers. They can apply their teaching know-how by training teachers to teach. But first they need the actual experience of teaching the adult illiterate, since their past experience in teaching is probably only in teaching children.

This is the multiplier effect. When the literacy teacher goes to the adult's home or to a community centre, his class may be quite small—just a handful of friends. This is another reason why many literacy teachers will be needed in every country where literacy campaigns and programmes are developing and will develop.

The current world literacy programme which has been stimulated by Unesco is focusing on the world need to decrease illiteracy—but in a rather new way. The emphasis is on the importance of the adult to learn to read in order to become a productive citizen of his own nation. In this way, the adult may contribute to the economic well-being of the nation, as well as to his own family.

An emphasis of the Unesco plan is that all agencies and individuals who are concerned with adult basic education should work together. Historically, voluntary agencies have stimulated reading classes. For example, churches have sponsored reading programmes so adults could learn to read the Bible. The International Red Cross has worked through its junior affiliates to help prepare books for young people to read about better health—in their own languages. The International YMCA and YWCA have launched literacy programmes in various parts of the world.

Examples of Volunteer Work

Individuals have frequently volunteered to work for literacy programmes. A social worker emigrated to Rhodesia to work with a women's voluntary organization. A professional writer of drama emigrated to Kenya in order to help prepare fiction in easy-reading books for Kenyans to read. In Nigeria, professional teachers were retrained at a non-government teacher training college by a voluntary organization. In a teacher training workshop in the Western Region of Nigeria, the typical participant was a grade two teacher who had taught two or three years, had had some experience in teaching adults, belonged to a church group and read three or four publications regularly.

International volunteer student organizations and student associations have helped in literacy efforts in Latin America.

The International Student Conference was a co-sponsor of the Seminar for Literacy Teachers in Chile. For the student project in Honduras, the student volunteers sent a substantial contribution in the form of teaching material and school equipment. Volunteers from abroad also gave technical assistance; the United Nations Student Association sent student specialists in adult education. statistics and sociology to the Bolivian Literacy Pilot Project. The National Unions of Students in Finland, Norway, Sweden and the United Kingdom sent student volunteers to Honduras to serve as planning assistants, unpaid administrators of district campaigns or compilers of statistics on illiteracy and the fight against illiteracy.

Part 2

THE TEACHERS' ORGANIZATION AS A VOLUNTARY ASSOCIATION IN THE COMMUNITY AND NATIONAL LITERACY PROGRAMME

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The launching of a national literacy campaign is a total programme, demanding the co-operation of *all* who can read and write. In many countries the planning and organization of the programme has been entrusted to a ministry or a government department of social welfare and community development, as is the case in a great many English-speaking nationalist countries, or, as in some French-speaking emergent countries, to a Ministre de l'Animation.

The governments of developing countries, faced with the problem of too many development projects chasing too few resources for their implementation, can, with the best will in the world, make but a limited allocation of funds to this all-important project of stamping out illiteracy. The limited funds could then only be judiciously used in planning a project which would have to depend for its successful execution upon the good will and co-operation of *all*—individuals and voluntary associations who, already being literate, must now help promote the campaign in a *voluntary* effort. It is a campaign which cannot succeed solely on the energy and drive of its rather slender official staff and limited resources.

Nor can such a national project, as Arnold Hely of Australia has put it, "be left to poorly co-ordinated efforts of voluntary organizations or dedicated individuals." *All must help.* And a voluntary association of individuals working

on a literacy project could achieve a great deal more than a single individual can do. This is because an association of people generally has a prestige far greater than an individual. An association also tends to be a more purposeful group which aims at achieving something; for it is certain that achievement is more likely if individuals are united together for a common purpose.

Organization of a Literacy Programme

The government department handling the literacy project will invariably, as a first step, call a meeting of representatives of other related departments, such as education, health, agriculture and labour; co-operatives; and also all voluntary organizations with an interest in educational and cultural activities. Such a meeting will consider the strategy and planning of the project at various levels—national, regional, district and local. It is essential that at this stage the national association of teachers be represented at this meeting.

This is indeed what actually happened in Khartoum, Republic of Sudan, in 1965 when the President and Secretary of the Sudanese Teachers' Association were both present at the first meeting convened by the Ministry of Education to consider plans for launching the national literacy campaign. The Association ensured that other meetings which were later held at provincial and district levels also had the teachers' local representatives present. In this way, the national association of teachers in the Sudan has right from the beginning participated in the planning of the programme. It can now put its professional and organizational experiences, as well as the facilities of the school classrooms, at the disposal of the organizers of the campaign. The Association can thus also co-operate in a scheme to train its own members, and members of other voluntary organizations, as literacy instructors. This is essential, because the techniques and approaches required for adult class teaching are quite different and distinct from those needed for the teaching of children. It is in fact the responsibility of the teachers' association to ensure that a great many volunteers other than school teachers, enrol as voluntary instructors in literacy classes and as leaders in community projects such as the construction, through voluntary communal labour, of a new school or church building in the village, or the clearing of a plot of land for development as the children's playground.

Leadership in the Adult Literacy Project

The idea of voluntary associations is by no means new in many traditional societies. In Asia and Africa, in particular, there are a great many self-help and benefit societies. The present-day need in our developing countries is to stimulate the formation of many more of these voluntary groups which must provide social leadership and train individuals for democratic responsibility in the community. For it is a good democratic principle that responsibility for organizing should be spread among as many different types of persons as possible.

In certain of these developing countries the teacher is sometimes found operating as a voluntary officer in a whole range of activities of youth clubs and fellowships, benevolent societies, women's organizations, teacher-parent associations, church guide, football clubs and even political parties. Teachers deserve all praise and credit for their willingness to perform such unpaid services. However, it is better for teachers in their contact with other groups in the community, to encourage other classes—traders, farmers, clerks, factory workers, mechanics, housewives—to hold office as well. The teacher will thereby gain considerable support among such groups and so enlist their co-operation,

either as instructors or learners, at literacy classes which will have to be held in school classrooms during the evenings or on weekends.

The following essentials may be considered:

1. The selection and training of a voluntary staff of leaders and instructors must be a first requisite. Here school teachers must, themselves, receive special training in literacy techniques and so be in a position, initially, to help with the training of other voluntary instructors.
2. As the school in the village or town will become the centre for organizing adult literacy classes, it is necessary that the school teacher should, at the outset, not only make the facilities of the school readily available for the use of adults, but also, where necessary, accept the role of a supervisor of adult literacy classes until other supervisors emerge from other voluntary groups.
3. The teacher's skill in producing visual aids for children and pupils in school will have to be further employed in producing inexpensive teaching material for adult literacy classes. This will have to be produced in the vernacular and will take the form of reading cards and sheets. If these could be illustrated by simple drawings, they would certainly be very helpful indeed to their users. The production of such teaching material is very necessary in order to provide reading matter to keep up the newly acquired skill of the adult literate. Some literacy projects have failed because steps were not taken to provide follow-up reading material to keep up the knowledge of the new literate and his desire for learning. The material for preparing such reading matter—cardboard, paper, ink, coloured crayons, etc.—can be purchased out of voluntary subscriptions which literacy class members will have to contribute to meet the incidental expenses of the class.
4. As part of the strategy and planning, it will be necessary for the government agency controlling the national literacy programme to run (residential) vocation courses at national, regional and district levels. Such courses, to be run possibly with the co-operation of the University Department of Adult Education (if any) and other government departments such as the Department of Statistics, should offer further training to part-time teachers and leaders in literacy projects. The technique of preparing reading material and the process of evaluating a literacy campaign, as it progresses will have to be taught at such vocation courses.

But the success of the literacy campaign everywhere would very largely depend on what sort of attitude the voluntary teacher bears towards the illiterate who comes to acquire the skill of reading and writing. Never must the teacher exhibit any form of superiority over the adult learner. For, as an adult, he is indeed generally a sensible and shrewd being, capable of managing his own affairs intelligently. It must never be supposed by the teacher that the people who cannot read and write are uneducated or stupid—very far from it. When the adult has acquired the skill of reading and understanding and can relate his new knowledge to meet his needs in the community, he would have achieved something far better than learning a lot of things which did not teach the mind. For a man may load his memory with all kinds of things and still be, as the English poet has put it:

> "The bookful blockhead, ignorantly read,
> With loads of learned lumber in his head."

The new literate would be far from this description. He could now sally forth, fortified by his already well-tried experience of life, and enriched by the new knowledge to be had through reading.

Appendix

SUMMARY REPORT OF WCOTP STUDY ON THE INVOLVEMENT OF THE TEACHING PROFESSION IN LITERACY EDUCATION
(Carried out with the Technical and Financial Assistance of Unesco)

Today, throughout the world, there is general and growing acceptance of the economic and social necessity of raising existing levels of adult literacy.

What part should the teaching profession play in this rapidly expanding effort?

As a means of investigating this question and formulating recommendations for the WCOTP Executive, a project was submitted to Unesco suggesting a detailed study in two countries of the relationships that could reasonably exist between the organized teaching profession and literacy programmes.

The project was approved and during June-July 1965 WCOTP secured the services of Christian Cole (Sierra Leone) and Artemio Vizconde (Philippines) to carry out studies in Kenya and Thailand respectively on the basis of the following two questions:

1. How far do teachers and their national and local associations feel they should be involved in adult literacy programmes?
2. In what ways can this involvement be achieved? What type of projects and organizational patterns are required?

A. *Summary Findings*

1. There is a general feeling in both countries that the scope and nature of the educational task to be done with adults requires the joint efforts of governmental and non-governmental agencies at both the local and national levels. Only through well-laid-out programmes supported by the teachers and administered by the public education agency can this educational task be thoroughly and successfully carried out.
2. The concept of integrating adult education into the total programme of the educational system can be further developed only if the teachers charged with the responsibility for the education of all children serve also in providing the basic educational needs of the adults. It is on this count that it has been viewed that the responsibilities of the school, and therefore the teachers, should include the following:
   a. Participation in the co-ordination of the educational activities of the community;
   b. Provision of educational facilities and services for the adults and youth out of school;
   c. Co-operation with and assistance to other agencies with an educational function in order to expand and improve their educational services.
3. The teachers and their associations realize that they can help cultivate a closer articulation of elementary, secondary and adult education.
4. It has been expressed in both countries that no agency other than the public schools can better provide the facilities, resources and geographical coverage of the country. Although there may be other adult education agencies,

none of them is as close to the people and, therefore, as able to convince them to support and participate in adult education projects.

B. *Handicaps and Difficulties*

While there are almost unlimited possibilities of what can be affected by the teachers in the promotion of adult education and adult literacy, there are handicaps and difficulties. Among the most serious problems that confront teachers, school administrators and officials are those arising from the inadequacy, if not total absence, of direct communication between national teachers' associations and the adult education teachers in the field. A few factors that have contributed to the marginal treatment of the adult education programmes which were encountered in the two studies are as follows:

1. Programmes of education for adults and out-of-school youth require an enthusiastic support on the part of school administrators and officials. Otherwise not only teachers, but also civic-spirited citizens, will have a feeling of marginal concern, if not negative interest, in the programme.
2. The broadening of the scope of adult education programmes must avoid a corresponding diffusion of project activities. Such a diffusion can sacrifice clarity, focus and achievement of adult literacy education programmes. Literacy promotion must be linked clearly with continuing adult education, particularly with vocational training. This will also affect the teacher's attitude to the emphasis and direction of local school adult education programmes.
3. When a large part of the national budget is already being spent on education and more money is needed in facing the over-all expansion programme of education to which the country is committed, the funds available for adult education will necessarily have a limit.
4. Teachers rightly expect to earn salaries commensurate with those earned by persons of comparable qualifications and experience in other walks of life. It is evident that something has to be done quickly, not only to keep those already in the profession, but also to attract new recruits. Yet all this has to be related to the nation's resources, and account must be taken of other top priorities. However, all the human resources that can be pooled are needed to help boost the national economy.

C. *The Involvement of the Teaching Profession in Adult Literacy Schemes*

In face of the magnitude of the problem the teachers are encountering in providing education for boys and girls, they could reasonably be excused if they showed a reluctance to participate in educating adults. However, the Kenya National Union of Teachers has already shown great concern over the problems of the estimated 2,000,000 educable illiterate adults of Kenya. Its philosophy is summed up in the following statement issued from the national secretariat a year ago: "Teaching the child is the normal job where a teacher earns bread. There is no better place where he could help build the nation other than to educate the adults."

In Thailand it was said that despite all the difficulties, the potentialities of the teachers' group are equal to the needs and problems confronting the promotion of adult literacy education programmes. Even where there are pre- and in-service training inadequacies, the teachers are, without doubt, in the most influential and strategic position for stimulating, fostering and launching the programmes.

Teachers and their association leaders in both the countries studied have committed themselves to helping in the promotions and provisions of basic education for adults and youth who have not had the opportunity of formal schooling in their youth.

D. *Conclusions Reached by the Consultants*

1. Involvement of the teachers and their associations in adult literacy projects can be a part of the nationwide action programmes, if planned in co-operation with the elementary and adult education authorities.
2. Direct participation of the school teachers in adult literacy promotion can be made possible by administrative arrangements on national and local school-community levels.
3. The lack of pre-service training of teachers in adult education work creates a felt need for *on-the-job-training*, especially in adult literacy promotion and teaching.
4. It is generally agreed that the involvement of the teaching profession in adult literacy programmes should be so arranged as not to interfere with the efficiency of the teacher in the conduct of his normal teaching duties. The suggestion that their extra-curricular teaching load during term time should not exceed a total of six hours a week is quite acceptable to teachers who, according to the local situation, may wish to spend an extra hour after school conducting literacy classes in the school building or any other convenient meeting place.
5. Teachers should be remunerated for part-time teaching of illiterate adults. Payment, even if at a lower rate than normal teaching duties, offers incentive to work, as well as ensuring a good contractual arrangement between the teacher and the authorities.

E. *Preliminary Recommendations of the WCOTP Adult Education Committee*

Both Mr. Vizconde and Mr. Cole made detailed recommendations in their reports of projects which would be specifically useful in Thailand and Kenya. Since this summary report is necessarily concerned with generalizations, the recommendations applying specifically to Thailand and Kenya are not included here.

The following recommendations, therefore, reflect the spirit of the two investigations and have been formulated by the committee which have read the reports from Kenya and Thailand:

1. That there is strong justification for WCOTP's efforts in involving the worldwide community of teachers in an appreciation of the responsibility of the teaching profession in the efforts to reduce illiteracy.
2. That the 1965 WCOTP Assembly of Delegates reaffirm the responsibility of the teachers of the world to play a major role in initiating or furthering national campaigns against adult illiteracy, and that, through their professional associations, they seek representation on national planning and policy boards concerned with the reduction of adult illiteracy.
3. That the Adult Education Committee of WCOTP be charged with the responsibility of preparing for publication by WCOTP, in whatever form is feasible, a manual of procedure to be followed by national teachers' associations in promoting and fostering adult literacy programmes. Such a manual would include:
    a. Procedures for teachers' associations to follow in stimulating increased government participation in the advancement of adult literacy.
    b. The development of policies designed to protect teachers involved in literacy programmes against any form of exploitation.
    c. Suggestions of ways in which associations of teachers can aid in recruitment of students, preparation of reading materials, teacher training and all other aspects of an adequate literacy programme.
4. That delegates at the 1965 WCOTP Assembly be encouraged upon their return to their own country to make certain that the Ministers of

Education who are preparing to attend the meeting of Ministers in Teheran in September 1965 are aware of the value of the support and interest of the teaching profession in national programmes to reduce adult illiteracy.

5. That WCOTP seek the co-operation of Unesco in carrying out a demonstration project which will:
   a. Deeply involve a selected number of teachers' organizations in appropriate and forceful support of the literacy programme of the public educational authority, and
   b. Lead to regional training conferences for selected personnel of other teachers' associations.
6. That consideration be given to the scheduling of a two-day seminar on the practical aspects of involving teachers' associations in programmes of literacy education in advance of the 1966 WCOTP Assembly of Delegates.
7. That member organizations of WCOTP seek to be fully involved in countries which conduct literacy demonstration programmes supported by the UN Special Fund.

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